



Department of Public Instruction

**Strengthening School, Family, and
Community Partnerships
in CLC Programs**

May 5, 2005

WisLine Web Teleconference

10:00 – 11:30 PM



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Department of Public Instruction



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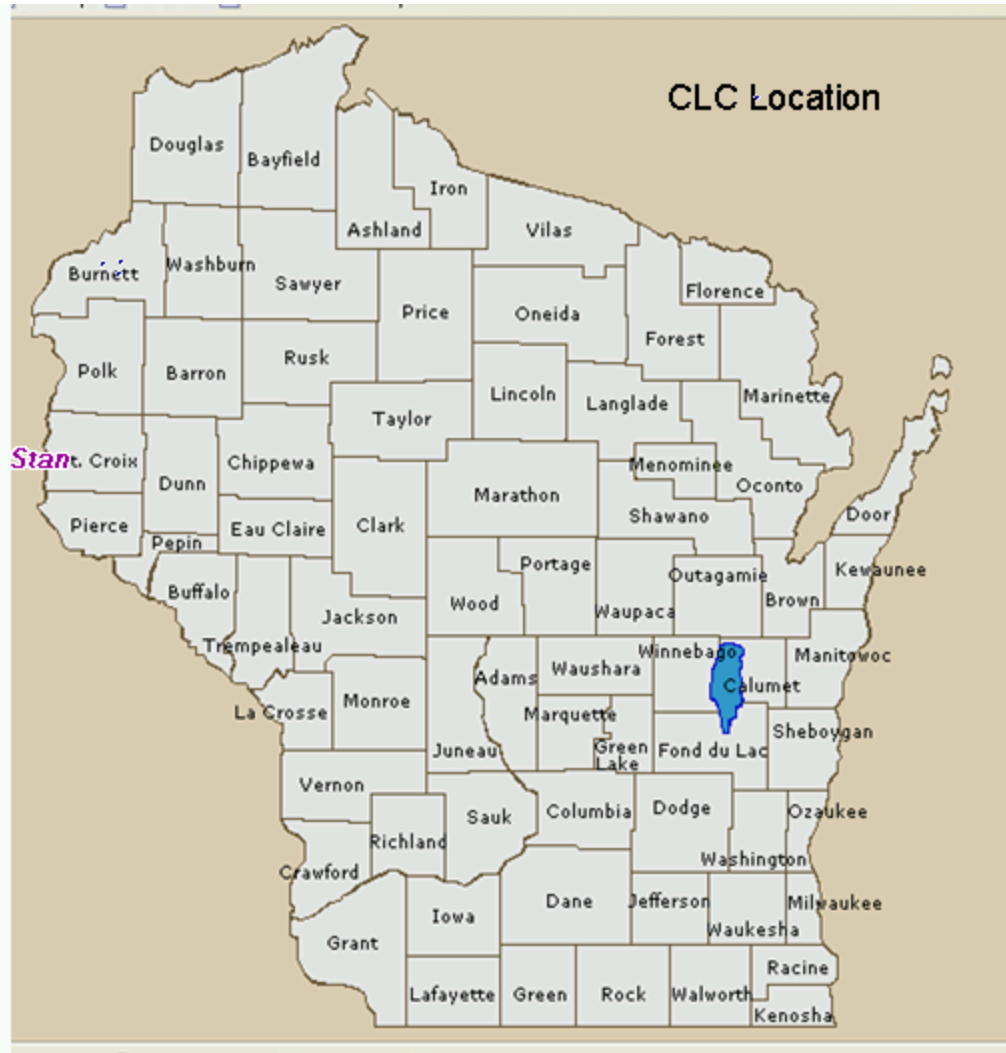
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Slide 2

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at the upper right of
your screen



Slide 3

Today's Facilitator

DPI – Partnerships Coordinator

Ruth Anne Landsverk

ruthanne.landsverk@dpi.state.wi.us



Stan Potts
DPI Consultant

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Today's Facilitator

Technical Challenges



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Background Noise

Questions



- Due to time limitations, write down your questions or use the chat option. Specific times are set aside today to respond to your questions.
- The entire program is being archived and will be available for two weeks. (Windows Media format both audio and video. Available in PDF format also.)
- You may use the “chat” option for private questions

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Questions

Today's Agenda



To provide an introduction to the Family-Community-School Partnership model and how that model works for CLC programs

- Introductions and Welcome
- Introduce Dr. Joyce Epstein
- Family-School-Community Partnerships
- Why FCS Partnerships and CLCs
- Creating an Action Team for partnerships
 - CLC examples
- Practical Program Results –
 - Ruth Adix – Chippewa Falls
 - Patti Vickman – Oshkosh – Stanley-Webster
- Your Questions
- Q&A, Next Steps



Today's Agenda

Special Guest and Presenter

Dr. Joyce Epstein
Johns Hopkins University

- 🌿 Director of the Center on School, Family, and Community Partnerships
- 🌿 Principal Research Scientist
- 🌿 Research Professor of Sociology



Recognitions:

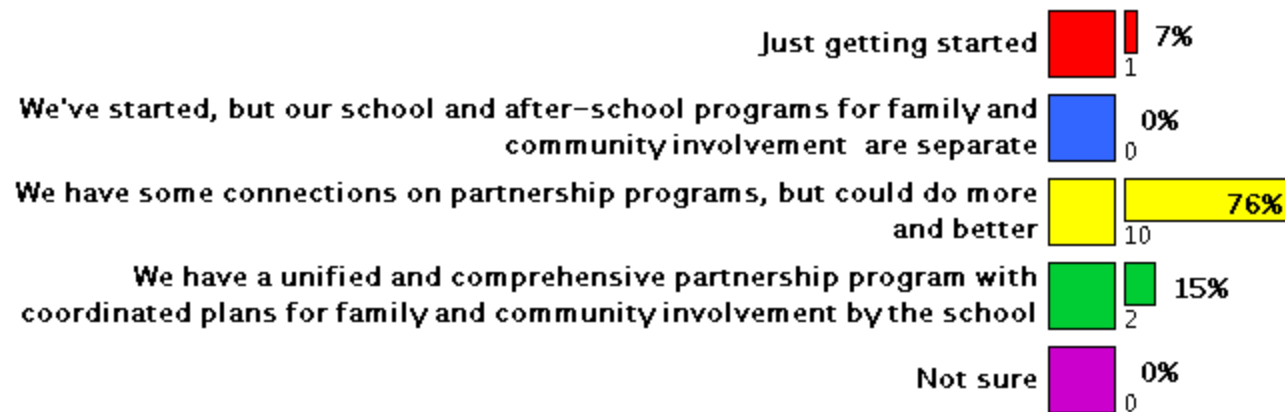
- Over 100 publications on Partnerships
- Serves on numerous editorial boards and advisory panels
- Has won various awards and honors on family involvement

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Special Guest and Presenter


How 'unified' is your school-day and afterschool program of family and community involvement?

Polls are closed.



CLC and Partnerships

WHAT DO WE KNOW
from U.S. and international studies
of school, family, and community partnerships?

- Parents vary in how much they presently are involved.
- Parents are most concerned about their children's success in school.
- Students need multiple sources of support to succeed in school and in their communities.
- Teachers and administrators are initially resistant to increasing family involvement.
- Teachers and administrators need inservice, preservice, and advanced education on partnerships.
- Schools must reach out in order to involve all families.
-  Programs and practices of partnership make a difference in whether, how, and which families are involved in their children's education.

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WHAT DO WE KNOW from U.S. and international studies of school, family, and community partnerships?



What Is a Comprehensive Partnership Program?

What are Some Sample Practices?



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THE KEYS TO SUCCESSFUL SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS EPSTEIN'S SIX TYPES OF INVOLVEMENT



PARENTING: Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.



COMMUNICATING: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.



VOLUNTEERING: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.



LEARNING AT HOME: Involve families with their children in learning activities at home, including homework and other curriculum-related activities and decisions



DECISION MAKING: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.



COLLABORATING WITH COMMUNITY: Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

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Type 1

PARENTING

Basic Responsibilities of Families

How do you get the information to parents not attending the workshop

- ✓Housing, health, nutrition, clothing, safety
- ✓Parenting skills for all age levels
- ✓Home conditions that support children as students at all grade levels
- ✓Information and activities to help schools understand children and families

76% of moms work during the school day

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Type 2

COMMUNICATING

Basic Responsibilities of Schools

SCHOOL-TO-HOME

- ✓ **Memos, notices, report cards, conferences, newsletters, phone calls, computerized messages, e-mail, websites**
- ✓ **Information to help families**
 - **Understand school programs and children's progress**
 - **Understand student tests and assessments**
 - **Choose or change schools**
 - **Choose or change courses, placements, programs, and activities**

HOME-TO-SCHOOL

- ✓ **Two-way channels of communication for questions and interactions**

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Type 3

VOLUNTEERING *Stretch*



Involvement at and for the School

VOLUNTEERS

In School or Classroom

- ✓ Assist administrators, teachers, students, or parents as mentors, coaches, boosters, monitors, lecturers, chaperones, tutors, leaders, demonstrators, and in other ways

For School or Classroom

- ✓ Assist school programs and children's progress from any location at any time

AUDIENCES

- ✓ Attend assemblies, performances, sports events, recognition, and award ceremonies, celebrations, and other events

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Type 4

LEARNING AT HOME

Involvement in Academic Activities

INFORMATION FOR FAMILIES ON...

- ➡ ✓ How to help at home with homework
- ✓ Required skills to pass each subject
- ✓ Curriculum-related decisions
- ✓ Other skills and talents

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Type 5

DECISION MAKING

Participation and Leadership

- ✓ **Advisory groups**
 - **School Council** *Reach out to all families*
 - **School Improvement Team**
 - **Title I Advisory Council**
 - **School-Site Management Team**
- ✓ **Action Team for Partnerships**
- ✓ **PTA/PTO**
 - **Membership, participation, leadership, representation**
- ✓ **Other school or district committees**
- ✓ **Independent school advisory groups**

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Type 6

➡ **COLLABORATING WITH THE COMMUNITY**

- ✓ **Connections that enable the community to contribute to schools, students, and families**
 - **Business partners**
 - **Cultural and recreational groups**
 - **Health services**
 - **Service and volunteer groups**
 - **Senior citizen organizations**
 - **Faith organizations**
 - **Government and military agencies**
 - **Other groups and programs**
- ✓ **Connections that enable schools, students, and families to contribute to the community**

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What does the research show?

Expected results for parents, students, and teachers . . .



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The Benefits of Partnerships: Results of Research

What can building Family-School-Community Partnerships *really do* for my school?

FOR STUDENTS:

- + Higher grades and scores on standardized tests
- + Increased enrollment in more challenging academic programs
- + More classes passed and credits earned
- + Better attendance
- + Improved behavior at home and at school
- + Better social skills and adaptation to school

since 1981

FOR PARENTS:

- + Increased feeling of support from school and other parents
- + Increased feeling of ownership of school
- + More interactions with other families in community activities
- + More effective responses to student problems
- + Increased awareness of student progress

For TEACHERS:

- + Increased respect for families' strengths and efforts
- + Heightened readiness to involve families in new ways
- + Increased satisfaction with family involvement and support

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...for starters

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Questions?

CF recently did a survey: we asked our after school parents if they would be a part

We have had more success getting parents to attend events if we provide food!

any attendance impact, especially when younger children miss a lot of school for health problems?

UCC requires all parent to do 20 hours of service

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Questions?



What should we **DO**
to *implement* effective
Partnership Programs and **Practices** ?

**Create a Team, Set Long-Term Goals, Write Annual Plans,
Conduct Activities, Evaluate Progress, Continually Improve . . .**



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Steps to Success In School-Family-Community Partnerships

- ➡ ☐ **Create an Action Team for Partnerships**
 - ☐ **Meet and Take Action to:**
 - ✦ **Obtain funds and official support**
 - ✦ **Identify starting points - strengths and weaknesses**
 - ✦ **Develop a vision for partnerships, a Three-Year Outline**
 - ➡ ✦ **Write a detailed One-Year Action Plan linked to school goals**
 - ➡ ✦ **Implement planned activities, discuss quality of activities**
 - ➡ ✦ **Evaluate implementation and results to improve next plans**
- ☐ **Enlist other members** of the school community to help conduct activities, including other teachers, parents, students, and community partners
- ☐ **Continue working** toward a comprehensive, ongoing, goal-oriented program of partnerships

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What exactly is an
Action Team for Partnerships ?



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Members of the Action Team for Partnerships

How Many? 6-12 members (or more)

Who?

Principal

2-3 parents/family members or more

Representatives may include parent liaison, PTA/PTO officer, parents with children in different grades, families from various neighborhoods

2-3 teachers or more

1-2 students (for high school)

1-2 other members (counselor, nurse, community partners)

NOTE: THE ATP MAY INCLUDE AFTER-SCHOOL PROGRAM COORDINATOR, SITE LEADER, REPRESENTATIVE PARENT to develop a COHERENT and UNIFIED PROGRAM OF SCHOOL, FAMILY, & COMMUNITY PARTNERSHIPS.

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Members of the Action Team for Partnerships

- **Terms?** 2-3 years (renewable)
Replacements made as needed
At least one member also serves on the School Improvement Team or School Council
- **Leaders?** Chair or co-chairs are team members who communicate well with educators and families
Other members serve as chairs or co-chairs of committees for each type of involvement or for specific school goals.
- **All features (except member roles) are flexible to fit school conditions and needs.**

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Members of the Action Team for Partnerships

Action Team for Partnerships: Structure G (Focus on Goals)



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Questions?

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Questions?



How can we specifically address
our school improvement goals?

**How can we put the Six Types of Involvement
to Work for OUR SCHOOL?**



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ELEMENTARY SCHOOL EXAMPLE

for a One-Year Action Plan
to **IMPROVE READING ACHIEVEMENT**

EXAMPLE



SEE added examples of activities for a **UNIFIED and COMBINED in-school AND after-school partnership program . . .**

- TYPE 1** Workshops for parents on various ways to read aloud with young children. Could be conducted during school day, after school, or evening.
- TYPE 2** Parent-teacher-student conferences on reading goals at the start of the year and on reading progress. Classroom teachers could work with after-school teachers or tutors to outline students' needs.
- TYPE 3** Reading-partner volunteers, guest readers of favorite stories, local authors, and other organized, ongoing read-with-me activities.
Reading volunteer and guest readers may assist in after-school programs.
- TYPE 4** Weekly interactive reading homework activities for all students to read aloud for a family partner, link reading and writing, practice spelling and vocabulary. After-school activities could include journal writing, illustrated stories, family writing activities, photography and writing, and other ENRICHED activities to build many skills and talents.
- TYPE 5** PTA/PTO support for a family room to provide information on children's reading, conduct book swaps, make book bags for read-at-home programs, and sponsor other reading activities.
After-school parent advisory group could support reading events.
- TYPE 6** Donations from business partners of books for classrooms, for the school library, and for children to take home.
After-school program may collaborate with school and public libraries, business and other community partners on reading activities.

...AND MANY OTHER IDEAS FOR EACH TYPE OF INVOLVEMENT 31

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MIDDLE SCHOOL EXAMPLES

for a One-Year Action Plan
to Reach Results for **READING**



THINK: How might a **UNIFIED and COMBINED in-school AND after-school**
➡➡➡ **partnership program** conduct these activities?

- TYPE 1** Parent workshops on how to guide and encourage students in reading for pleasure at home
- TYPE 2** A page of the school newsletter with information on the school's reading and language arts program, suggestions on prompting students to read aloud at home, and questions to discuss with students about things they read
- TYPE 3** Family members serving as volunteer literacy tutors, reading buddies, or library aides during the school day or in after-school programs
- TYPE 4** Interactive homework in reading and writing for students to share their ideas and work with a family partner – e.g., see TIPS Language Arts assignments for the middle grades
- TYPE 5** PTA/PTO-supported fundraiser for books, magazines, and other reading materials for the school media center
- TYPE 6** Donations from local businesses to be used as incentives for a campaign to encourage students to read many books

...AND MANY OTHER IDEAS FOR EACH TYPE OF INVOLVEMENT 32

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ELEMENTARY SCHOOL EXAMPLES

for a One-Year Action Plan _Middle school insert
to **IMPROVE MATH SKILLS**

EXAMPLE



THINK: How might a **UNIFIED and COMBINED in-school AND after-school partnership program** conduct these activities?

- TYPE 1** Workshops for parents to explain new math standards and tests and to demonstrate and discuss how math skills are taught to students
- TYPE 2** Articles for parents in school or class newsletters by students and math teachers on interesting math topics and skills
- TYPE 3** Volunteer math tutors to assist students who need one-on-one tutoring and extra help with specific math skills
- TYPE 4** Weekly interactive homework assignments for students to demonstrate mastery of a math skill for family partners and to discuss how each skill is used in everyday situations
- TYPE 5** PTA/PTO- sponsored Family Math Night for fun and learning
- TYPE 6** After-school programs funded by business and community partners to provide students with extra help and enrichment activities in math

...AND MANY OTHER IDEAS FOR EACH TYPE OF INVOLVEMENT

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ELEMENTARY SCHOOL EXAMPLES
for a One-Year Action Plan
to **CREATE A CLIMATE OF PARTNERSHIPS**



THINK: How would a **UNIFIED and COMBINED in-school AND after-school partnership program** conduct these activities?

- TYPE 1** Low-cost immunization shots and health examinations for students to assist parents with these school requirements
- TYPE 2** Well-designed school (or classroom or grade level) monthly newsletter to let parents know about school programs, student work, and exciting news
- TYPE 3** Resource directory to identify the available time and talents of parents and other volunteers to assist teachers and school staff throughout the year
- TYPE 4** Information for and exchanges with parents on homework policies, how to help at home, and whom to call with questions
- TYPE 5** PTA/PTO potluck dinners combined with School Improvement Team meetings to encourage more parents to participate in decision making
- TYPE 6** “Salute the Arts” fair for students and families where community artists demonstrate drawing, painting, music, dance, and crafts, and offer information on community-based art programs and museums

...AND MANY OTHER IDEAS FOR EACH TYPE OF INVOLVEMENT

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Other activities for a UNIFIED school and after-school partnership program

(from collections of *Promising Partnership Practices*
from NNPS sites across the country)

- TYPE 1** Workshops and other outreach to parents on reading, math, and social READINESS activities for children who will enter pre-K or K
- TYPE 2** Activities planned by the school and after-school programs to help students and families prepare for TRANSITIONS to the next school or to the next grade level
- TYPE 3** Training and on-going guidance for volunteers for after-school study sessions and homework linked to school skills, and for volunteers for enrichment activities (e.g., art, music, drama, sports, recreation)
- TYPE 4** Book club(s) for particular grade levels to encourage reading for pleasure and discussing books. Also, goal-setting activity to help students (all grade levels) set goals for achievement, attendance, behavior, and personal talents
- TYPE 5** PTA/PTO sponsors “family nights” that all parents can attend, including outreach to parents of students in after-school program
- TYPE 6** Summer Learning Fair for all organizations in the community to share information on summer programs for students at all grade levels (e.g., camps, the arts, sports, recreation, summer jobs, volunteering, summer school)

...AND MANY OTHER IDEAS FOR EACH TYPE OF INVOLVEMENT^{B5}

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Emerging Issue on Family Involvement In After-School Programs

QUESTION and CHALLENGE: When after-school programs serve students in an elementary, middle, or high school, **HOW** might educators and families develop **ONE, UNIFIED, COMPREHENSIVE, and GOAL-ORIENTED** program of school, family, and community partnerships?

- **Why is this important to: Students? Parents? Educators?**
- **What challenges must be solved in YOUR school(s) to UNIFY school and after-school plans for partnership?**
- **Can plans and practices for family and community involvement be linked to:**
 - school improvement goals?**
 - enrichment activities to extend students' talents (not part of school day)?**
- **How might an Action Team approach help organize this work?**
- **We will hear, next, from two Wisconsin educators who are working to meet the challenge of linking their school and after-school programs of family and community involvement . . .**

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Questions ?

What web site? For Book

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Questions ?

Ruth Adix

Ruth directs the CLC Voyager program in Chippewa Falls. Ruth has been with the district 6 years starting the program with a direct federal CLC grant. Chippewa Falls is does not have a DPI grant. Ruth has a background in community development, prevention, disability and poverty work.

Joe Dimock is the AC VISTA worker leading the Action Team in Chippewa Falls

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Ruth Adix

Patti Vickman

- Principal of Webster Stanley Elementary for fourteen years – the first seven only part-time as she also served as the district's Title I Director and K-12 Reading Coordinator.
- Since Webster-Stanley embraced SAGE in 1998, staff have come together, discussing, exploring and implementing a variety of programs aimed at improving student achievement, staff development, parental involvement and school-community relations. This has included the addition of a 21st Century Community Learning Center grant in the 2003-04 school year.

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Patti Vickman

Patti Vickman

- Patti is actively involved in engaging all stakeholders of the Webster Stanley School community to become involved in authentic partnerships to serve children's needs.
- Under her instructional leadership, Webster Stanley Elementary earned the distinction of receiving the International Reading Association's Exemplary Reading program in 2002 and the State's Wisconsin Promise Award for the past two consecutive years.
- This is a DPI CLC grantee in their 2nd Year – that uses the Action Team Approach

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Patti Vickman

Important Websites

- National Network of Partnership Schools
at Johns Hopkins University
<http://www.partnershipschools.org>

- DPI CLC
<http://www.dpi.state.wi.us/dlsea/sspw/clc.html>

- DPI Publications:

<http://www.dpi.state.wi.us/dpi/dltcl/bbfcsp/bbhghlts.html>

- ✗ Framework for successful after-school programs –
Published by the Charles Stewart Mott Foundation
- ✗ <http://www.publicengagement.com/Framework/FrameworkJan05NM.pdf>

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Important Websites

[Archive of this presentation](#)

Archive Access After the Meeting

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<http://www.placeware.com/cc/wislineweb/view>

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Please note that the archive may not be available until the following day. This will remain for two weeks on the web.

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Archive of this presentation

Wisconsin is grateful for the work and contribution of Dr. Epstein and the



NATIONAL NETWORK OF
Partnership Schools
JOHNS HOPKINS UNIVERSITY

www.partnershipschools.org

You may ask questions that were not answered today and request a membership packet with additional information on NNPS. Just contact:

Dr. Joyce Epstein, Director
jepstein@csos.jhu.edu

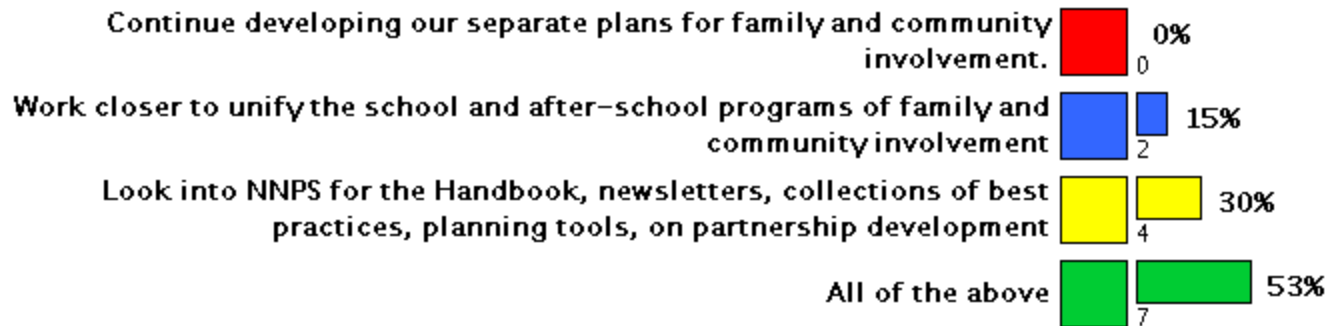
Or, visit *Join the Network* on the NNPS website.

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What do you plan to do next to improve your partnership program?

Polls are closed.



Poll: What do you plan to do next to improve your partnership program?

Questions ?



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Questions ?